MTSS: Connecting School Climate, Behavior Support, Disability and Academic Success

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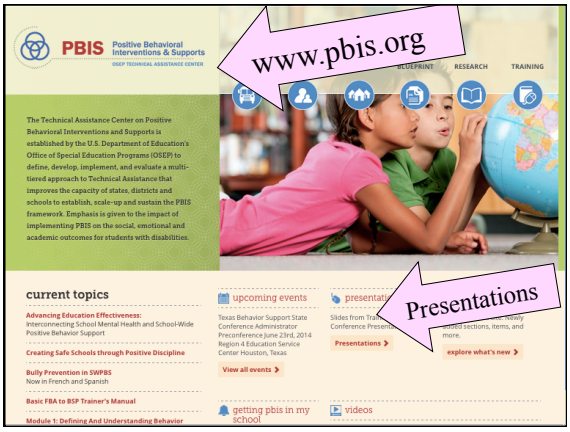
www.pbis.org www.cber.org

CBER 9:00-10:00 PBIS



PURPOSE

Review of fundamentals for enhancing MTSS links: SWPBS + School Climate + Discipline + Academic Success

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Sound theory

Basic tool kit

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THEORY OF ACTION
"Roadmap of Causal Pathway"

How much are you willing to bet on your decision?

X
Data-based Question

"Addressing X with Y has high probability of producing Z"

"To achieve X, we should do Y"

Z
Desired Outcomes

Y
Evidence-based Strategy

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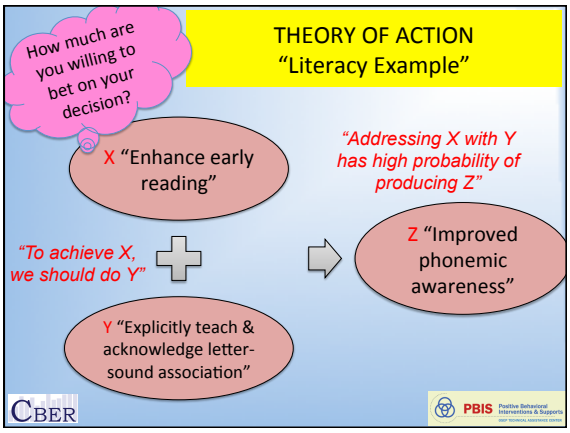
How much are you willing to bet on your decision?
THEORY OF ACTION
"Literacy Example"
X "Enhance early reading"
"Addressing X with Y has high probability of producing Z"
"To achieve X, we should do Y"
Z "Improved phonemic awareness"
Y "Explicitly teach & acknowledge letter-sound association"
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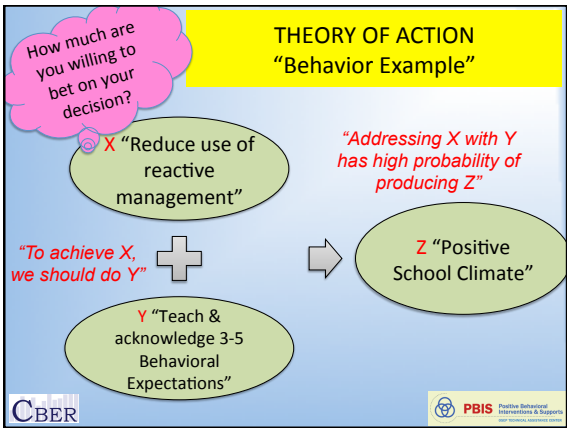
How much are you willing to bet on your decision?
THEORY OF ACTION
"Behavior Example"
X "Reduce use of reactive management"
"Addressing X with Y has high probability of producing Z"
"To achieve X, we should do Y"
Z "Positive School Climate"
Y "Teach & acknowledge 3-5 Behavioral Expectations"
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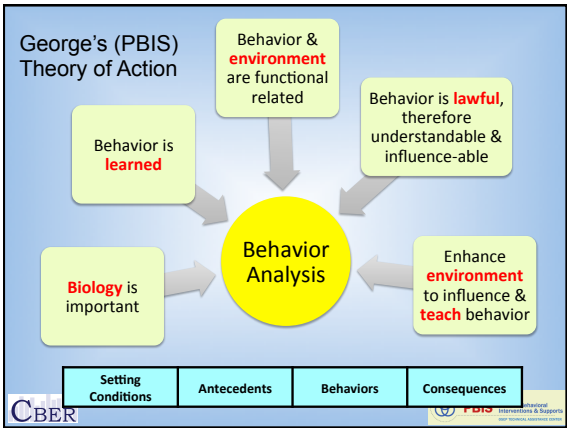
George's (PBIS) Theory of Action
Behavior & environment are functional related
Behavior is lawful, therefore understandable & influence-able
Behavior is learned
Behavior Analysis
Biology is important
Enhance environment to influence & teach behavior
Setting Conditions
Antecedents
Behaviors
Consequences
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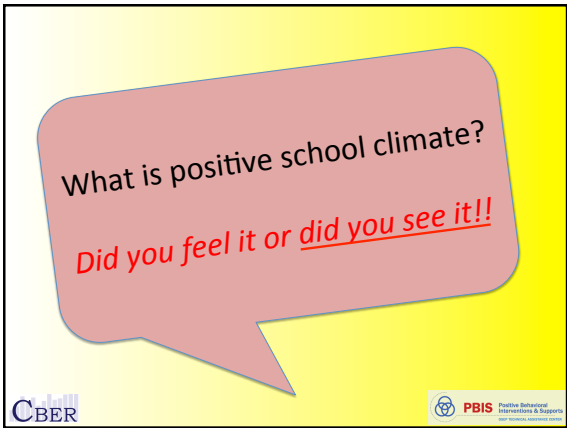
What is positive school climate?
Did you feel it or did you see it!!
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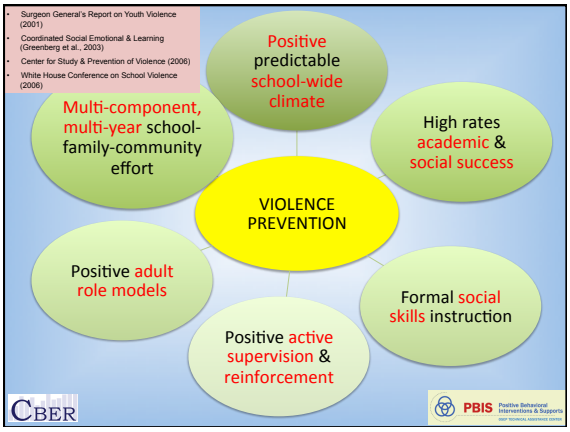
Surgeon General's Report on Youth Violence (2001)
Coordinated Social Emotional & Learning (Greenberg et al., 2003)
Center for Study & Prevention of Violence (2006)
White House Conference on School Violence (2006)
Positive predictable school-wide climate
Multi-component, multi-year school-family-community effort
High rates academic & social success
VIOLENCE PREVENTION
Positive adult role models
Formal social skills instruction
Positive active supervision & reinforcement
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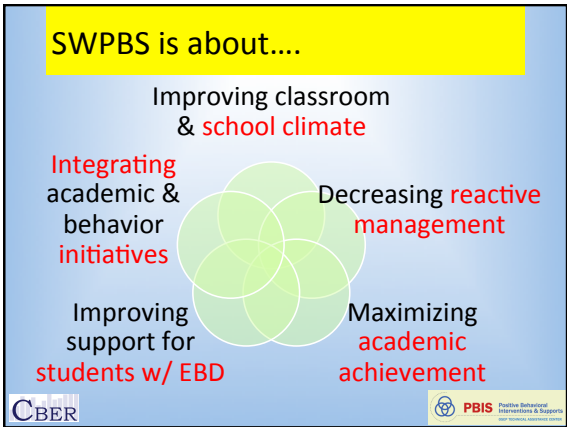
SWPBS is about….
Improving classroom & school climate
Integrating academic & behavior initiatives
Decreasing reactive management
Improving support for students w/ EBD
Maximizing academic achievement
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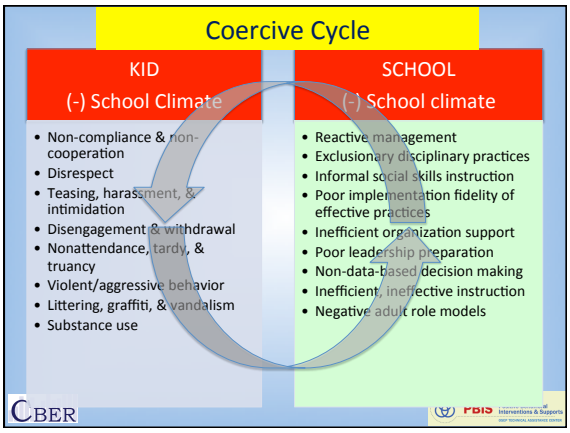
Coercive Cycle
KID
(-) School Climate
SCHOOL
(-) School climate
• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, & intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & truancy
• Violent/aggressive behavior
• Littering, graffiti, & vandalism
• Substance use
• Reactive management
• Exclusionary disciplinary practices
• Informal social skills instruction
• Poor implementation fidelity of effective practices
• Inefficient organization support
• Poor leadership preparation
• Non-data-based decision making
• Inefficient, ineffective instruction
• Negative adult role models
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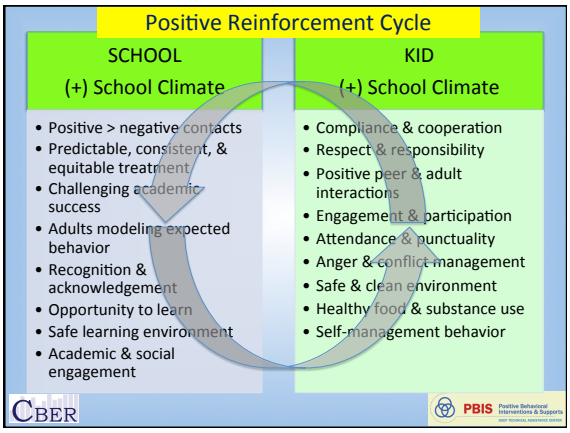
Positive Reinforcement Cycle
SCHOOL
(+) School Climate
KID
(+) School Climate
• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement
• Compliance & cooperation
• Respect & responsibility
• Positive peer & adult interactions
• Engagement & participation
• Attendance & punctuality
• Anger & conflict management
• Safe & clean environment
• Healthy food & substance use
• Self-management behavior
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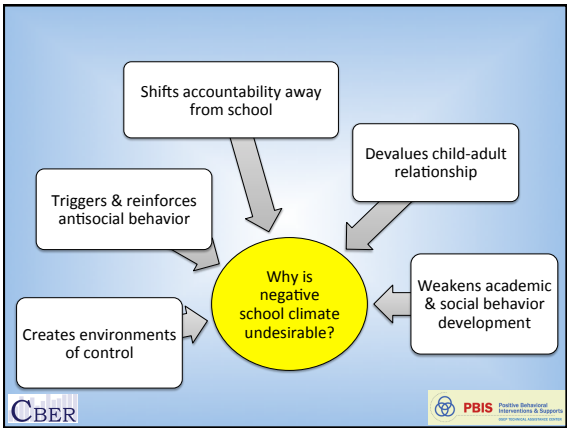
Shifts accountability away from school
Devalues child-adult relationship
Triggers & reinforces antisocial behavior
Why is negative school climate undesirable?
Weakens academic & social behavior development
Creates environments of control
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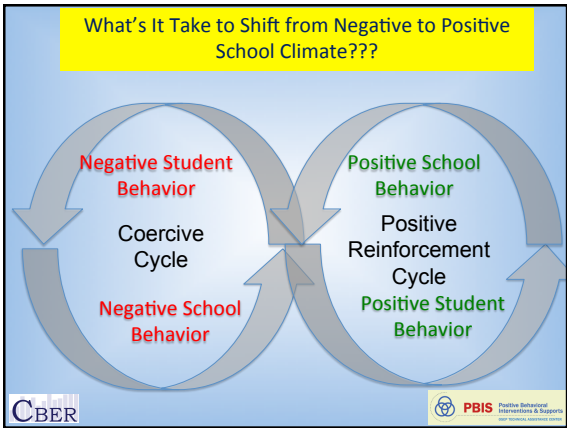
What's It Take to Shift from Negative to Positive School Climate???
Negative Student Behavior
Coercive Cycle
Negative School Behavior
Positive School Behavior
Positive Reinforcement Cycle
Positive Student Behavior
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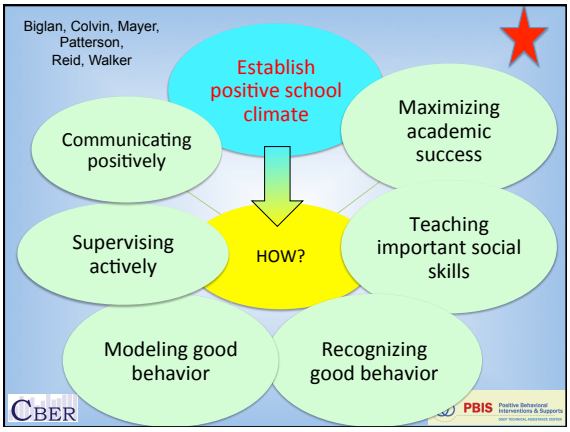
Biglan, Colvin, Mayer, Patterson, Reid, Walker
Establish positive school climate
Maximizing academic success
Communicating positively
Supervising actively
HOW?
Teaching important social skills
Modeling good behavior
Recognizing good behavior
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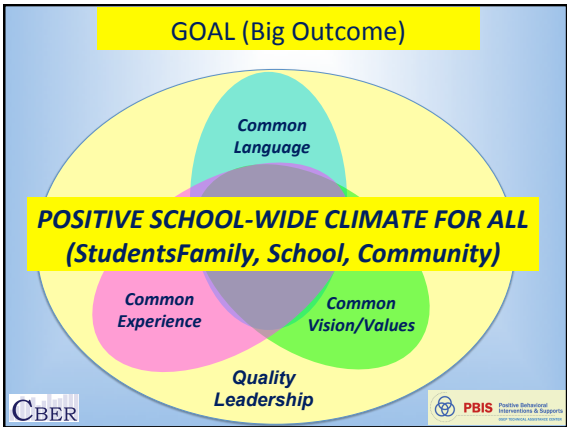
GOAL (Big Outcome)
Common Language
POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (StudentsFamily, School, Community)
Common Experience
Common Vision/Values
Quality Leadership
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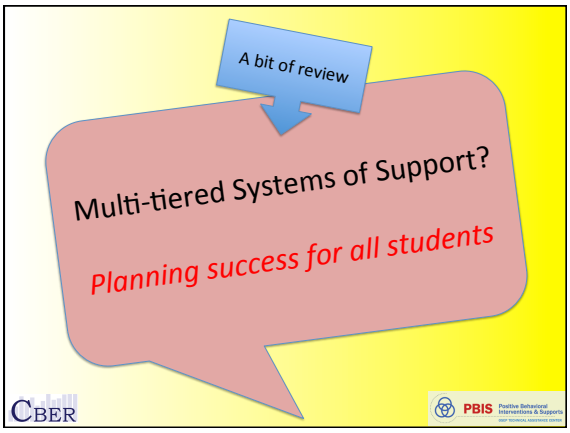
A bit of review
Multi-tiered Systems of Support?
Planning success for all students
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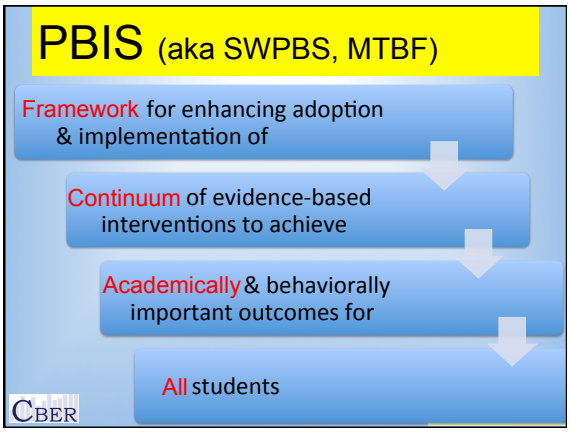
PBIS (aka SWPBS, MTBF)
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students
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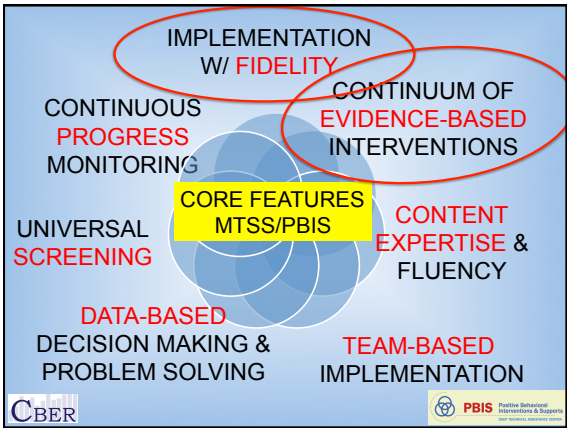
IMPLEMENTATION W/ FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTINUOUS PROGRESS MONITORING
CORE FEATURES MTSS/PBIS
UNIVERSAL SCREENING
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
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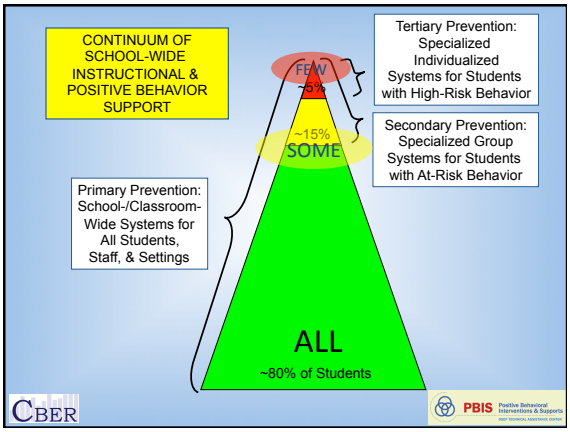
PBIS


CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
FEW ~5%
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
~15% SOME
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings
ALL
~80% of Students
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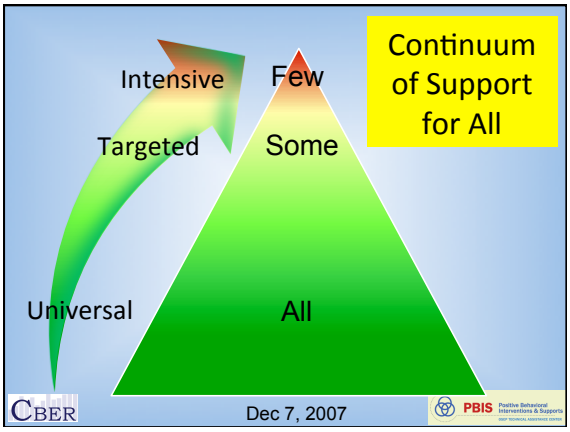
Intensive
Few
Continuum of Support for All
Targeted
Some
Universal
All
Dec 7, 2007
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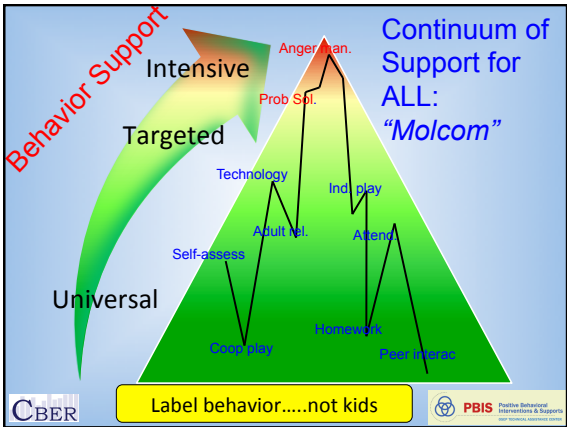
Behavior Support
Intensive
Anger man.
Prob Sol.
Continuum of Support for ALL:
"Molcom"
Targeted
Technology
Ind. play
Adult rel.
Attend
Self-assess
Universal
Homework
Coop play
Peer interac
Label behavior.....not kids
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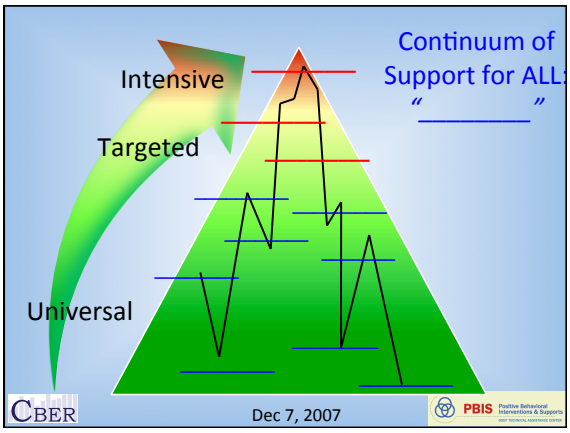
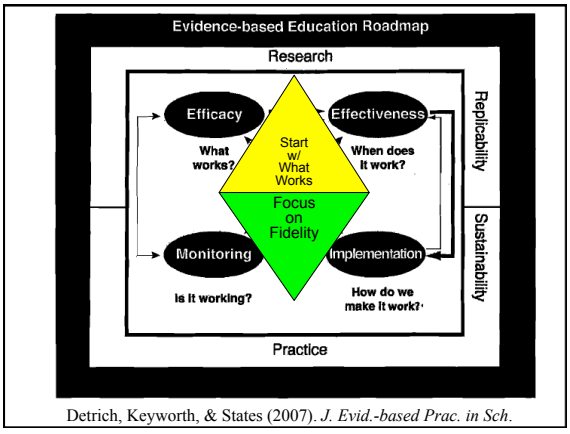
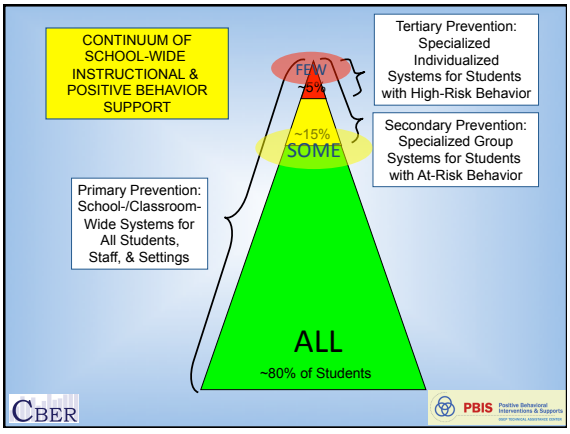
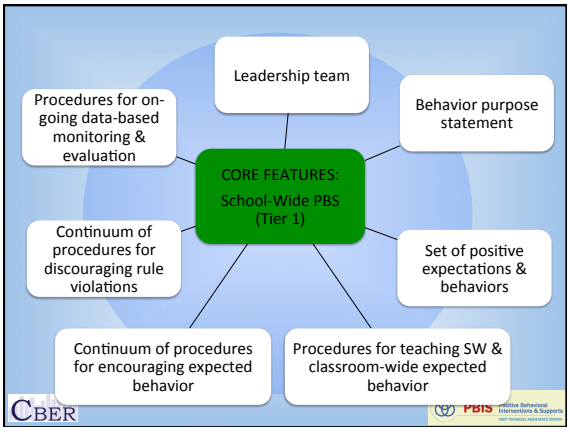
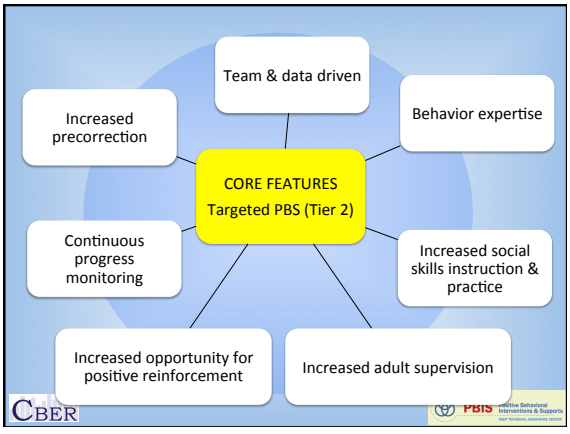


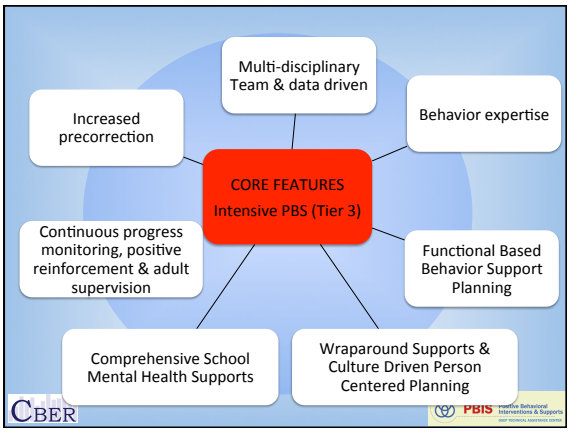


Detrich, Keyworth, & States (2007). *J. Evid.-based Prac. in Sch.*








Multi-disciplinary Team & data driven
Increased precorrection
Behavior expertise
CORE FEATURES
Intensive PBS (Tier 3)
Continuous progress monitoring, positive reinforcement & adult supervision
Functional Based Behavior Support Planning
Comprehensive School Mental Health Supports
Wraparound Supports & Culture Driven Person Centered Planning
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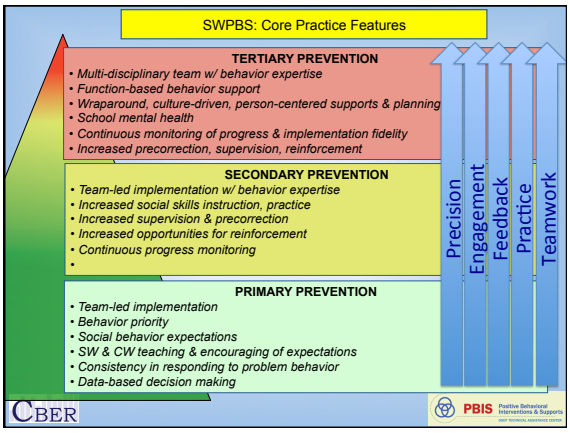
SWPBS: Core Practice Features
TERTIARY PREVENTION
• Multi-disciplinary team w/ behavior expertise
• Function-based behavior support
• Wraparound, culture-driven, person-centered supports & planning
• School mental health
• Continuous monitoring of progress & implementation fidelity
• Increased precorrection, supervision, reinforcement
SECONDARY PREVENTION
• Team-led implementation w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring
PRIMARY PREVENTION
• Team-led implementation
• Behavior priority
• Social behavior expectations
• SW & CW teaching & encouraging of expectations
• Consistency in responding to problem behavior
• Data-based decision making
Precision
Engagement
Feedback
Practice
Teamwork
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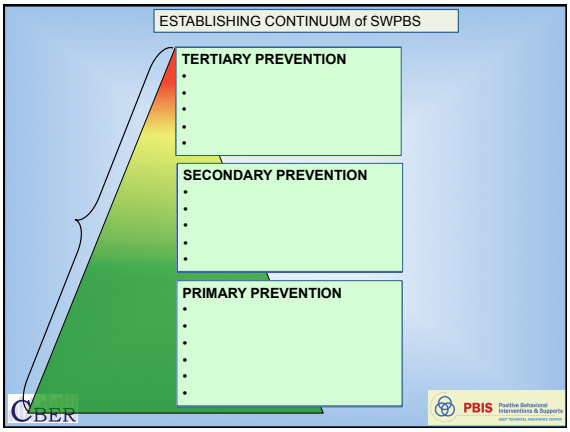
ESTABLISHING CONTINUUM of SWPBS
TERTIARY PREVENTION
SECONDARY PREVENTION
PRIMARY PREVENTION
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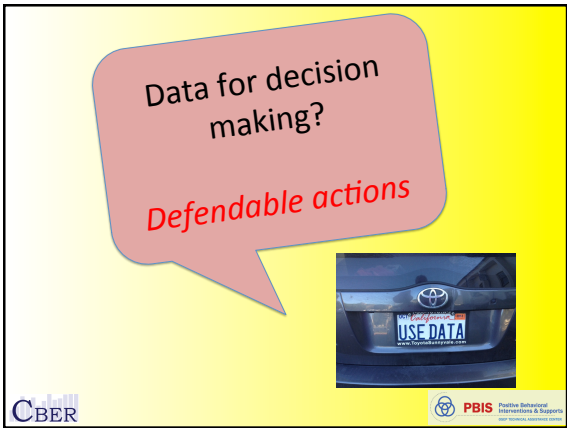
Data for decision making?
Defendable actions
USE DATA
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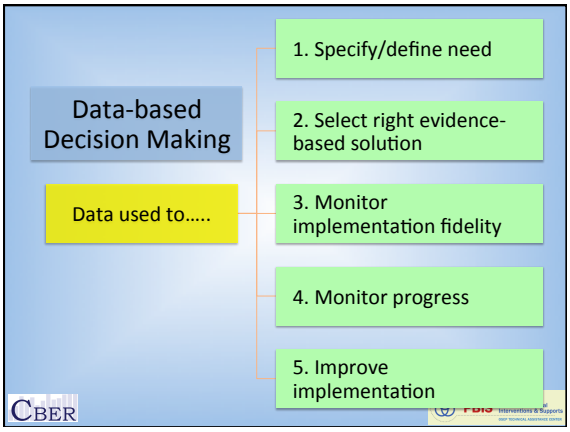
Data-based Decision Making
Data used to…..
1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation
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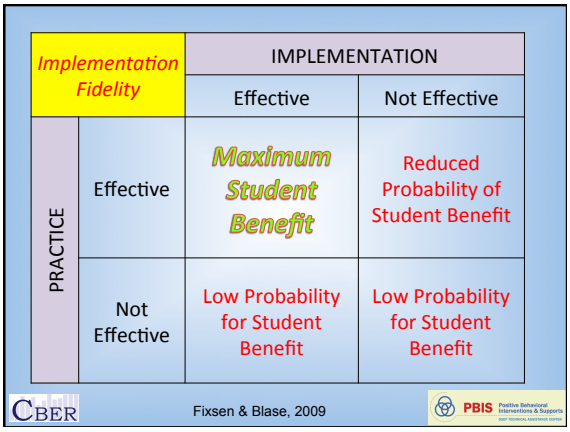
Implementation Fidelity
IMPLEMENTATION
Effective
Not Effective
PRACTICE
Effective
Not Effective
Maximum Student Benefit
Reduced Probability of Student Benefit
Low Probability for Student Benefit
Low Probability for Student Benefit
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Fixsen & Blase, 2009
PBIS

2014

RCT & Group Design PBIS Studies

Bradshaw, C.P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.

Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School Mental Health Promotion 5*, 177-193.

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.

Bradshaw, C. P., Waasdorp, T. E. & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on child behavior problems. *Pediatrics, 130*(5), 1136-1145.

Goldweber, A., Waasdorp, T. E., & Bradshaw, C. P. (in press). Examining the link between forms of bullying behaviors and perceptions of safety and belonging among secondary school students. *Journal of School Psychology.*

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.

Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 116*(2), 149-156

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

Implementation for Capacity Building

Implementation phases & drivers

Common Language

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome"
Skinner, 1953, *Science of Human Behavior*

Common Experience

Common Vision/Values

Quality Leadership

Implementation Drivers

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Selection

LEADERSHIP TEAM
Coordination, Readiness, Priority

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

Local Implementation Demonstrations

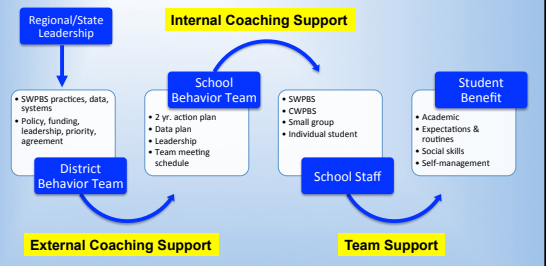
General Implementation Process

= Coaching

- Team
  - State
  - District
  - School
- Agreements
  - Students
  - Staff
  - Principal, Superintendent
- Data-based Action Plan "*Plan*"
- Implementation "*Do*"
- Evaluation "*Check*"

All Staff, Students, Administrators

Basic MTBF Implementation Framework



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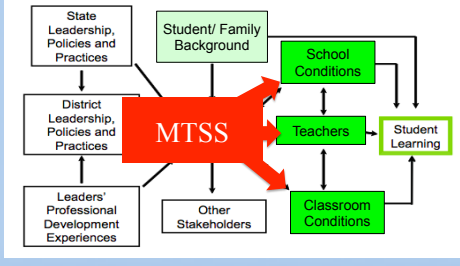
Factors Directly & Indirectly Contributing To Student Learning



Louis, Leithwood, Wahlstrom, & Anderson (2010).

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Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

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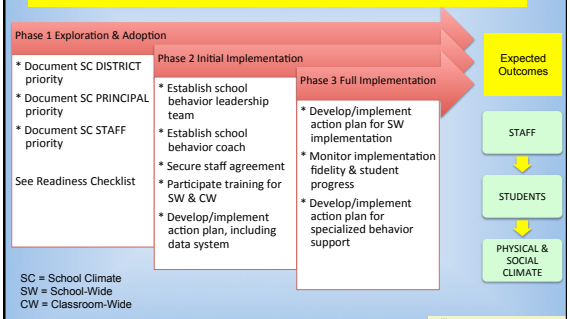
General Phases, Activities, & Outcomes of Implementation



SC = School Climate
SW = School-Wide
CW = Classroom-Wide

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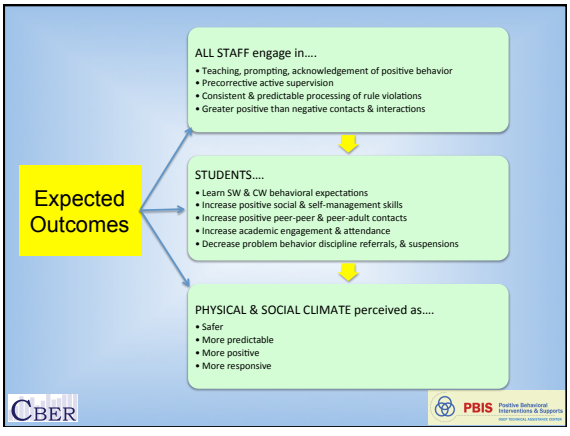
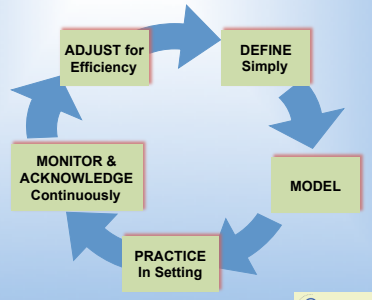


CBER PBIS

CBER PBIS

Teaching Academics & Behaviors



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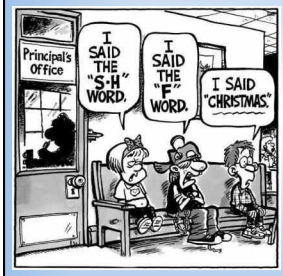
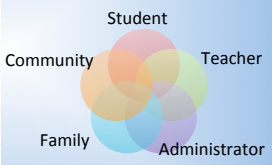
Considering Culture & Context?

Learning history

CBER PBIS

Potential for cultural exchange & conflict





CBER PBIS

Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

- Predicting future behavior

CBER Sugai, O'Keeffe, & Fallon 2012 PBIS

1. **School** establishes policy for norm violating behavior
2. **Kid** caught engaging in norm-violating behavior
3. **Educator** opts to complete discipline referral
4. **Administrator** opts to formalize incident

ODR Data Point

4 considerations!

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CONCLUSION

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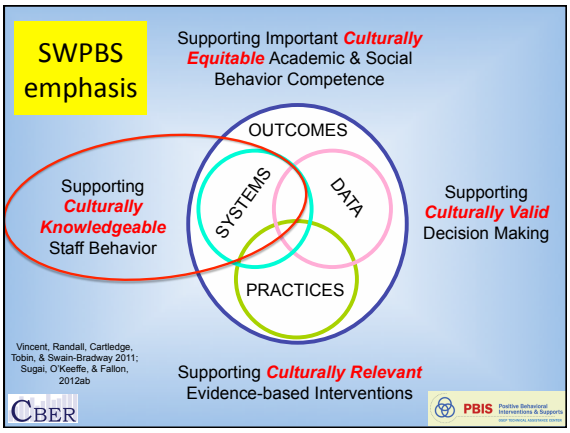
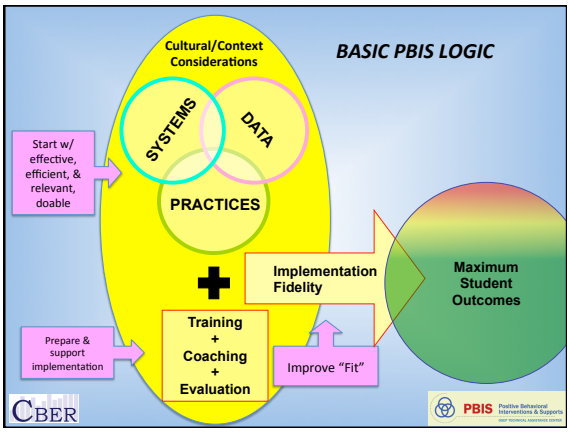
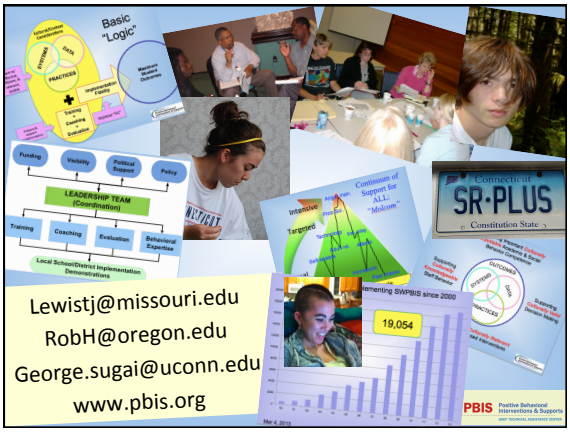

SWPBS emphasis
Supporting Important Culturally Equitable Academic & Social Behavior Competence
OUTCOMES
SYSTEMS
DATA
PRACTICES
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions
Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab
CBER
PBIS


BASIC PBIS LOGIC
Cultural/Context Considerations
SYSTEMS
DATA
PRACTICES
Start w/ effective, efficient, & relevant, doable
Implementation Fidelity
Maximum Student Outcomes
Prepare & support implementation
Training + Coaching + Evaluation
Improve "Fit"
CBER
PBIS


Basic "Logic"
LEADERSHIP TEAM (Coordination)
Training
Coaching
Evaluation
Behavioral Expertise
Funding
Visibility
Political Support
Policy
SR·PLUS
Connecticut
Constitution State
19,054
Lewistj@missouri.edu
RobH@oregon.edu
George.sugai@uconn.edu
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PBIS